



BCSSE 2018-NSSE 2019 Combined Report

Grand Results

The BCSSE 2018-NSSE 2019 Combined Report provides a useful summary of the detailed information contained in students' BCSSE and NSSE responses. This report contains a summary of administration details, cross-sectional results, longitudinal results, and participating institutions.

Report Sections

Administration Details (p. 3)	Provides important information regarding the population and respondent counts, as well as respondent characteristics.
Cross-sectional Results (p. 4)	Based on all first-year student respondents from institutions that participated in BCSSE 2018 and NSSE 2019 administrations (in contrast to the longitudinal results which contain only matched data). These data provide the best estimates of students' pre-college characteristics and their engagement during the first year. By presenting BCSSE-NSSE cross-sectional results side-by-side, you can identify areas of correspondence and gaps in engagement for better understanding of the first-year student experience.
Longitudinal Results (p. 7)	Compares BCSSE 2018 and NSSE 2019 results for students who completed both surveys, making it possible to examine the first-year experience by mapping BCSSE Scales against their corresponding NSSE Engagement Indicators (EIs), and analyzing how well students – toward the end of the first year in college – have met, exceeded, or fallen behind the benchmarks they set from high school.
Participating Institutions (p. 8)	A complete list of institutions by Basic Carnegie type included in this report.

BCSSE Scales and NSSE Engagement Indicators

Six of the ten NSSE Engagement Indicators (EIs) have similar content on the BCSSE survey, and are included in the longitudinal section (see box at right). The BCSSE Scales and corresponding NSSE EIs provide valuable information about distinct aspects of student engagement by summarizing students' responses to sets of related survey questions. Each BCSSE Scale is a combination of three to seven items.

The BCSSE Scales are constructed using the same approach as the NSSE EIs. Each scale is scored on a range from 0 to 60. First, component items are converted to a 60-point scale (e.g., Never=0, Sometimes=20, Often=40, and Very often=60), and then averaged to create student-level scores. Institutional scores are the averages of students' scores. Student-level scores for both the BCSSE Scales and NSSE EIs are included in the BCSSE-NSSE data file.

BCSSE Scales and NSSE Engagement Indicators in the Longitudinal Results

- Learning Strategies
- Quantitative Reasoning
- Collaborative Learning
- Discussions with Diverse Others
- Student-Faculty Interaction
- Supportive Environment

For more information about BCSSE, visit: bcsse.indiana.edu

For more information about the NSSE EIs, see *Engagement Indicators* report or visit: nsse.indiana.edu/links/IR

This section provides important information about the population, sample, and number of first-year respondents for both BCSSE and NSSE. It also includes respondent characteristics for the cross-sectional and longitudinal results that follow. This information can be useful for assessing data quality and planning future BCSSE administrations.

BCSSE 2018-NSSE 2019 Population and Respondents

	Count
BCSSE 2018 respondents (cross-sectional data)	38,145
First-year students included in NSSE 2019 population file ^a	-
BCSSE 2018 respondents identified in the NSSE 2019 population file ^a	-
BCSSE 2018 respondents invited to participate in NSSE 2019 ^b	-
NSSE 2019 first-year respondents	16,257
BCSSE 2018-NSSE 2019 matched respondents (longitudinal data) ^a	9,093

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^c	NSSE ^d	BCSSE-NSSE ^e
Gender			
Man	36	24	28
Woman	55	52	65
Another gender identity	0	1	0
Prefer not to respond	1	1	0
Race/ethnicity			
American Indian or Alaska Native	0	0	0
Asian	4	5	5
Black or African American	12	10	10
Hispanic or Latino	7	9	8
Middle Eastern or N. African (NSSE 2019)	n/a	1	n/a
Native Hawaiian or Other Pacific Islander	0	0	0
White	57	63	61
Another race or ethnicity (NSSE 2019)	n/a	1	n/a
Other (BCSSE 2018)	1	n/a	1
Multiracial	9	10	9
I prefer not to respond	1	2	1
Enrollment status			
Full-time	90	98	1
Less than full-time	1	2	93

a. BCSSE respondents identified later in NSSE population file who are not first-year students are excluded from this report.

b. Adjusted for students identified as ineligible, survey invitations returned as undeliverable, or because a census administration was not conducted.

c. Student-reported characteristics for all BCSSE 2018 respondents.

d. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2019 respondents.

e. Student-reported characteristics for matched students who completed both BCSSE 2018 and NSSE 2019.

BCSSE 2018-NSSE 2019 Combined Report

Cross-Sectional Results Grand Results

		BCSSE ^a				NSSE ^b	
		High School		Expected First-Year		First-Year	
		Count	%	Count	%	Count	%
About how many papers, reports, or other writing tasks of the following length did you complete in high school and been assigned during your first year?							
Up to 5 pages	None	2,225	6			799	6
	1-2	8,747	24			2,655	20
	3-5	12,132	33			4,377	32
	More than 5	13,930	38			5,743	42
	Total	37,034	100			13,574	100
Between 6 and 10 pages	None	13,259	37			4,769	35
	1-2	14,321	40			5,095	38
	3-5	5,533	15			2,461	18
	More than 5	2,638	7			1,223	9
	Total	35,751	100			13,548	100
11 pages or more	None	25,598	73			10,219	75
	1-2	7,511	21			2,341	17
	3-5	1,291	4			475	4
	More than 5	730	2			510	4
	Total	35,130	100			13,545	100
How many hours in a typical 7-day week [did you/do you expect to/do you] spend doing each of the following?							
Preparing for class (studying, doing homework, rehearsing, etc.)	None	800	2	73	0	60	0
	1-10	26,280	70	8,743	24	4,551	35
	11-20	8,008	21	18,567	52	5,593	43
	More than 20	2,322	6	8,490	24	2,734	21
	Total	37,410	100	35,873	100	12,938	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	3,280	9	2,612	7	3,673	28
	1-10	15,308	41	19,043	53	6,414	50
	11-20	12,474	33	11,011	31	2,118	16
	More than 20	6,240	17	3,147	9	701	5
	Total	37,302	100	35,813	100	12,906	100
Relaxing and socializing (watching TV, partying, etc.)	None	260	1	271	1	205	2
	1-10	19,577	52	19,288	54	5,996	46
	11-20	12,247	33	13,501	38	4,727	37
	More than 20	5,248	14	2,783	8	1,986	15
	Total	37,332	100	35,843	100	12,914	100
Working for pay	None	13,224	35	9,280	26	6,829	53
	1 or more	24,050	65	26,503	74	6,095	47
	Total	37,274	100	35,783	100	12,924	100

a. Blank cells: NSSE items with no match on BCSSE.

b. Weighted NSSE frequencies. See *Frequencies and Statistical Comparisons*.

BCSSE 2018-NSSE 2019 Combined Report

Cross-Sectional Results

Grand Results

		BCSSE ^a				NSSE ^b	
		High School		Expected First-Year		First-Year	
		Count	%	Count	%	Count	%
How often [did you do/do you expect to do/have you done] each of the following?							
Come to class without completing readings or assignments	Never/Sometimes	33,695	91	33,026	93	13,463	84
	Often/Very often	3,307	9	2,384	7	2,596	16
	Total	37,002	100	35,410	100	16,059	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	22,082	60	12,744	36	8,731	54
	Often/Very often	14,858	40	22,688	64	7,332	46
	Total	36,940	100	35,432	100	16,063	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	14,933	41			6,619	48
	Often/Very often	21,916	59			7,096	52
	Total	36,849	100			13,715	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	20,347	55			8,239	60
	Often/Very often	16,459	45			5,404	40
	Total	36,806	100			13,643	100
Evaluate what others have concluded from numerical information	Never/Sometimes	21,297	58			8,224	60
	Often/Very often	15,422	42			5,376	40
	Total	36,719	100			13,600	100
Identify key information from reading assignments	Never/Sometimes	7,828	21			3,130	23
	Often/Very often	28,873	79			10,284	77
	Total	36,701	100			13,414	100
Review your notes after class	Never/Sometimes	14,494	39			4,486	33
	Often/Very often	22,217	61			8,912	67
	Total	36,711	100			13,398	100
Summarize what you learned in class or from course materials	Never/Sometimes	14,359	39			4,755	36
	Often/Very often	22,289	61			8,625	64
	Total	36,648	100			13,380	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	17,307	47			6,919	45
	Often/Very often	19,364	53			8,389	55
	Total	36,671	100			15,308	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	13,981	38			5,355	35
	Often/Very often	22,665	62			9,825	65
	Total	36,646	100			15,180	100
Try to better understand someone else's views by imagining how an issue looks from their perspective	Never/Sometimes	10,655	29			4,208	28
	Often/Very often	25,988	71			10,800	72
	Total	36,643	100			15,008	100
Ask another student to help you understand course material	Never/Sometimes			13,252	37	6,884	43
	Often/Very often			22,512	63	9,104	57
	Total			35,764	100	15,988	100
Explain course material to one or more students	Never/Sometimes			16,738	47	6,247	39
	Often/Very often			18,972	53	9,706	61
	Total			35,710	100	15,953	100

a. Blank cells: NSSE items with no match on BCSSE.

b. Weighted NSSE frequencies. See *Frequencies and Statistical Comparisons*.

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Cross-Sectional Results Grand Results

		BCSSE ^a				NSSE ^b	
		High School	Expected First-Year		First-Year		
		Count	%	Count	%	Count	%
How often [do you expect to do/have you done] each of the following?							
Prepare for exams by discussing or working through course material with other students	Never/Sometimes			7,622	21	7,261	46
	Often/Very often			28,092	79	8,604	54
	Total			35,714	100	15,865	100
Work with other students on course projects or assignments	Never/Sometimes			8,379	23	6,311	40
	Often/Very often			27,300	77	9,472	60
	Total			35,679	100	15,783	100
Talk about career plans with a faculty member	Never/Sometimes			13,950	39	8,408	57
	Often/Very often			21,641	61	6,269	43
	Total			35,591	100	14,677	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			19,503	55	11,053	76
	Often/Very often			16,022	45	3,558	24
	Total			35,525	100	14,611	100
Discuss your academic performance with a faculty member	Never/Sometimes			14,052	40	9,513	66
	Often/Very often			21,443	60	4,943	34
	Total			35,495	100	14,456	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			17,347	49	10,205	70
	Often/Very often			18,043	51	4,290	30
	Total			35,390	100	14,495	100
About how often [do you expect to have/have you had] discussions with people from the following groups?							
People of a race or ethnicity other than your own	Never/Sometimes			5,478	16	3,839	28
	Often/Very often			29,832	84	9,669	72
	Total			35,310	100	13,508	100
People from an economic background other than your own	Never/Sometimes			5,267	15	3,411	25
	Often/Very often			30,032	85	10,080	75
	Total			35,299	100	13,491	100
People with religious beliefs other than your own	Never/Sometimes			7,044	20	4,154	31
	Often/Very often			28,257	80	9,342	69
	Total			35,301	100	13,496	100
People with political views other than your own	Never/Sometimes			7,819	22	4,280	32
	Often/Very often			27,474	78	9,205	68
	Total			35,293	100	13,485	100
Do you expect to graduate from this institution? (BCSSE)/ Do you intend to return to this institution next year? (NSSE)	Yes			31,251	91	11,349	87
	No, Uncertain, or Not sure			3,262	9	1,648	13
	Total			34,513	100	12,997	100
Self-reported or expected grades							
	A- or higher	22,879	61	20,034	59	6,748	53
	B+ or B	12,217	33	12,821	37	4,251	33
	B- or lower	2,261	6	1,368	4	1,813	14
	Grades not used (BCSSE only)	138	0	18	0	na	na
	Total	37,495	100	34,241	100	12,812	100

a. Blank cells: NSSE items with no match on BCSSE.

b. Weighted NSSE frequencies. See *Frequencies and Statistical Comparisons*.

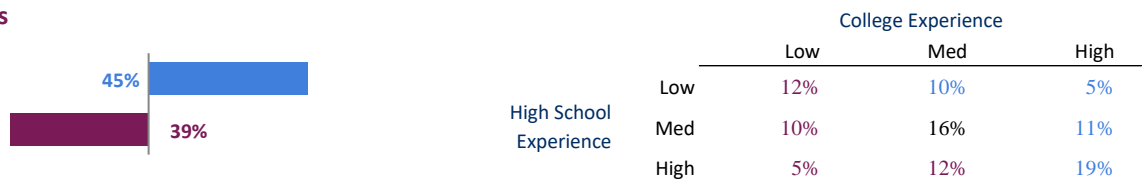
It is instructive to compare BCSSE and NSSE results for students who completed both surveys. The displays on this page contrast students' BCSSE Scale results with the corresponding NSSE Engagement Indicators. For each measure, students are classified as low, medium, or high relative to all BCSSE and NSSE respondents (divided into thirds). The figures and tables below map students' precollege standing to their standing in the spring of the first college year. A favorable result, summarized in blue, occurs when students engage in college at a level that is either higher than precollege levels (e.g., from low to medium or high) or consistent with a high precollege level. Unfavorable results, summarized in red, are the opposite (e.g., high to medium or low). The desired result is that students will engage at a relative level that either exceeds their precollege level or that sustains an already high level.

Key: ■ Unfavorable results ■ Favorable results

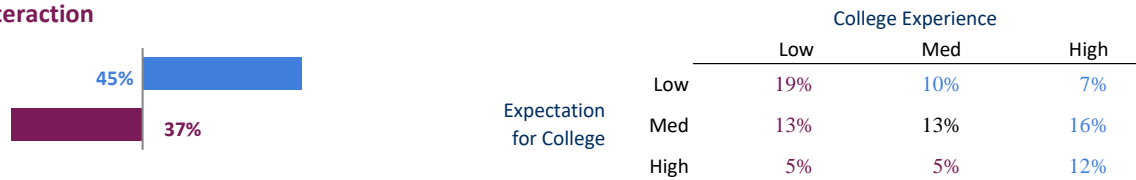
Quantitative Reasoning



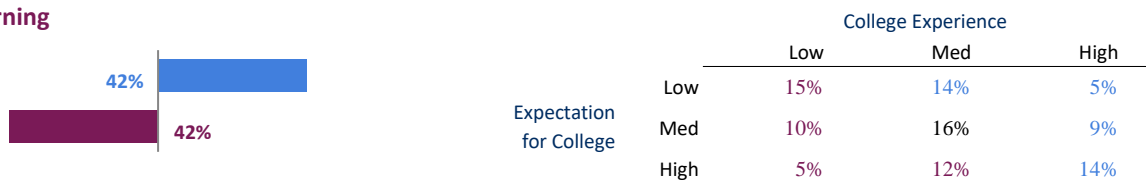
Learning Strategies



Student-Faculty Interaction



Collaborative Learning



Discussions with Diverse Others



Supportive Environment



Note: Percentages in each table sum to 100%.

Doctorate-Granting Universities

Auburn University	St. John Fisher College
Augusta University	Texas A&M University - Corpus Christi
Bowling Green State University	The New School
Illinois State University	The University of Tennessee, Knoxville
Indiana State University	University of Missouri-St. Louis
Maryville University of Saint Louis	University of North Florida
Mercer University	Wingate University
Missouri State University	Wright State University
Seattle Pacific University	

Master's Colleges and Universities

Arkansas Tech University	Rocky Mountain College
Bentley University	Shawnee State University
Carroll University	Southern Connecticut State University
Central Connecticut State University	Springfield College
College of Charleston	St. Bonaventure University
College of Our Lady of the Elms	Texas A&M University - Texarkana
Concordia College New York ^c	The College of Saint Rose
Coppin State University ^c	Tuskegee University
Dominican University of California	University of Puerto Rico-Mayaguez
Framingham State University	University of Saint Mary ^c
Grambling State University	University of West Alabama
Hardin-Simmons University	University of Wisconsin-Green Bay
Lebanon Valley College	Virginia State University
Marian University	Washington Adventist University ^c
Rider University	

Baccalaureate Colleges and Special Focus Institutions

Birmingham-Southern College	Pitzer College
Bloomfield College ^c	Redeemer University College ^d
Catawba College	Saint Anselm College
Dean College	St. Mary's College of Maryland
Flagler College	Stonehill College
Gustavus Adolphus College	Universidad Adventista de las Antillas ^c
Illinois Wesleyan University	University of South Carolina Beaufort
Lincoln College ^c	Washington College
Moravian College	William Jewell College
Northwood University ^b	Wisconsin Lutheran College
Olin College of Engineering ^b	Wofford College

a. For information on the Carnegie Classifications, see: carnegieclassifications.iu.edu

b. Basic Carnegie Classification: Special focus institutions.

c. Institutions included in the cross-sectional analysis only.

d. Canadian Institution